

**STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT THE  
SECOND YEAR OF SMP N 2 KARTASURA IN 2012/2013 ACADEMIC YEAR**



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# **STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT THE SECOND YEAR OF SMP N 2 KARTASURA IN 2012/2013 ACADEMIC YEAR**

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## **ABSTRACT**

*This study is aimed at describing: 1) the difficulties faced by the students in writing recount text, and 2) teacher's solutions to solve the problems of the students' difficulties of writing recount text.*

*In achieving the objectives, the researcher used descriptive qualitative as an approach to collect and analyze the data. The object of this research is recount text written by the students of SMP N 2 Kartasura in 2012/2013 in academic year. The writer gets the data of the research from the data sources are: English teacher, the students, and the material of recount text written by the students at second year of SMP N 2 Kartasura in 2012/2013 academic year. Techniques of collecting data are document and interview with English teacher.*

*The result of this research is students' difficulties in writing recount text and teacher's solutions for the difficulties faced by the students in writing recount text. The results of students' difficulties are as follows: 1) generic structure, 2) language features. Teacher's solutions for the difficulties are as follows: 1) giving explanation repeatedly to solve generic structure, 2) asking the students to analyzing language features, 3) memorizing past form of word to solve tenses, 4) giving exercise to solve difficulties in grammar and deleting word, 5) looking up at the dictionary to solve difficulties in vocabulary and spelling.*

**Keyword:** *students' difficulties in writing, recount text*

## **A. INTRODUCTION**

In global era, learning English is very important. Everybody may speak English everywhere and every time because English is the first language in the world. So, it is why we should learn English briefly. English language learning has four language skills that must be mastered if someone wants to be successful in English. There are speaking skills, writing skill, listening skill, and reading skill.

In this case, the writer will discuss writing skill, especially writing text. As one of the four language skills, writing has always occupied a place in most English language course. People not only need spoken English but also use written English language.

Writing is a process to get product. The final product is measured against a list of criteria which includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2008: 143). Muray (1980) in Richards (1997: 108) distinguishes three stages in writing: pre-writing, drafting, and revising.

According to Richards (1997: 100) “learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many learners”. In this case, the writer will observe the difficulties in English learning process in writing recount text in *SMP N 2 Kartasura*. We know *SMP N 2 Kartasura* is one of the favorite schools in *Kartasura*. The students should be excellent in studying English especially writing skill. In writing recount text, the students sometimes have the difficulty in terms of grammar and vocabulary. Actually, the student’s difficulties in writing recount text are mainly in the lack of vocabulary and grammar. For example to change V1 (present tense) to V2 (past tense), **go** become **went**, like **I go to Baron beach last month**. The sentence is wrong, and actually the correct sentence is **I went to Baron beach last month**. The students sometimes forget with the past form of a word. In writing recount text the teacher should explain more about grammar especially past tense and learn more vocabulary because it is the first problem in students writing.

## **B. RESEARCH METHOD**

In this research, the researcher uses descriptive qualitative research. Descriptive qualitative research is a type of research which does not include any calculation enumerating (Moleong Lexy, 1994: 2). Furchan (2007: 50)

states that a descriptive research is directed toward determining the nature of situation, it describes and interprets the current situation and it exists at the time of the study. Generally, it is non-hypothesis research. In this research, therefore, the writer just collects the data; the subject of the data is the teacher and the students and draws a conclusion based on the data. It means that the result is just valid for data used in this research, not for others. Related to the object of the study, the writer uses a descriptive method because the writer has only one focus. That is to analyze the students' difficulties in writing recount text at the second year students of *SMP N 2 Kartasura*. This method designs enable the researchers to describe or present the phenomena or phenomena under investigation. From those definitions, the purposes of this research is to describe the students' difficulties in writing recount text and describe the teacher's ways to solve the problems in facing the students' difficulties on writing recount text at the second year of *SMP N 2 Kartasura*. The subject of the research is second year students of *SMP N 2 Kartasura* in 2012/2013 academic year. The object of the research is the students' difficulties in writing recount text at the second year in *SMP N 2 Kartasura*. The data of this research is recount text written by the students at second year of *SMP N 2 Kartasura* in 2012/2013 academic year. In conducting this research, the researcher uses two technique of collecting data, namely: document and interview. The writer uses Miles and Huberman model in Sugiyono (2010: 336) to analyze data, there are data reduction, data display and conclusion drawing or verification.

### **C. RESEARCH FINDING**

The research finding is presented as the answer of the problem statements. The writer divides it into two parts, namely; difficulties faced by the students in writing recount text, and the teacher's solution for the problem faced by the students in writing recount text at the second year of *SMPN 2 Kartasura*.

## **1. Difficulties Faced by the Students in Writing Recount Text**

To get the answer of the first question based on the problem statement, the writer mentions the difficulties faced by the students in writing recount text. According the data, the writer specifies students' difficulties into two parts, consisting of difficulties in generic structure and language features.

### **a. Generic Structure**

Difficulties in generic structure, divided into three parts. The difficulties are in orientation, in events, and in re-orientation.

#### **1) Orientation**

Based on the data the writer didn't find the difficulties in orientation. All the students can write orientation.

#### **2) Events**

Based on the data the writer found the students' difficulties in writing event only one data made by one of the students. The student don't write the even in his text.

#### **3) Re-orientation**

Based on the data the writer gets the students' difficulties in re-orientation in only two data. Two students don't write the re-orientation in the last paragraph. The students only write orientation and event.

### **b. Language Features**

Difficulties in language features are divided into eight parts. They are specific participant, material process/ verb, sequence of time, tenses/ past tense, grammatical sentence, deleting word, choosing vocabulary, and spelling.

#### **1) Specific Participant**

The writer didn't find the students' difficulties in specific participant. The students can show specific participant in their work.

## **2) Material Process**

The writer didn't find the students' difficulties in using the material process. The students can write the material process in their work sheet.

## **3) Sequence of Time**

The writer did find difficulties of sequencing of time. The students can explain the text using sequence of time.

## **4) Tenses (Past Tense)**

The writer found difficulties in tenses. For example of the data: We are **arrive**. This sentence is wrong because the students did not change the verb **arrive** into past form. The correct answer should be 'we **arrived**'.

## **5) Grammatical Sentence**

The writer found the students' difficulties in grammar. For example of the data: I'am and all my family. The sentence is wrong because if a sentence has conjunction, the sentence should not have to be 'am'. The correct answer should be 'I and all my family'.

## **6) Deleting Word**

The writer found the difficulties in deleting word. For example of the data: I bought **is** T-shirt. To be 'is' must be deleted because it's ungrammatical sentence. The correct sentence should be 'I bought T-shirt'.

## **7) Choosing Vocabulary**

The writer found the difficulties in choosing vocabulary. For example of the data: **Time** 08.00 p.m. The word 'time' is not with



grammatically correct. The correct answer should be 'it is 08.00 p.m'.

## 8) Spelling

The writer found the difficulties in spelling. For example of the data: Such as elephant, lion, tiger, **cocordil**, monkay, bird, camels, etc. The spelling is wrong because the student didn't write the word corcodile completely. The correct answer should be 'such as elephant, lion, tigers, **crocodile**, monkey, bird, camels, etc'.

## 2. Teacher's Solution for the Problem Faced by the students in Writing Recount Text

The writer gets the solution for the problem in writing recount text based on interview with English teacher.

### a. Giving Explanation Repeatedly to Solve Difficulties in Generic Structure.

The writer : *untuk pertanyaan pertama, berdasarkan hasil kerja siswa dalam mengerjakan recount text, ada beberapa kesulitan yang dihadapi yaitu tentang generic structure dan language features. Untuk solusi dalam kesulitan menuliskan generic structure solusi yang ibu berikan apa?*

English teacher : *ya itu mbak, saya memberikan penjelasan kembali tentang materinya itu mbak.*

The writer : *jadi menjelaskan tentang isi dari generic structure mencakup apa aja gitu ya bu?*

English teacher : *iya mbak, misal pada orientation itu mencakup tentang subject, tempat dan waktu. Seperti itu mbak.*

The writer : *kalo pada event dan re-orientationnya bu?*

English teacher : *itu juga sama mbak, saya menjelaskan tentang isi-isi yang terdapat pada event dan orientationnya.*

Based on the interview with English teacher, the writer gets solution for the difficulties in writing generic structure. To solve difficulties in generic structure the teacher give more explanation about the content of generic structure. So the teacher gives explanation repeatedly to make the students understand.

**b. Asking the Students to Analyze Language Features**

The writer : *owh..iya bu, kemudian kalo untuk masalah language feature nya bu? Bagaimana anda memberikan solusi?*

English teacher : *saya memberikan text recount dan menyuruh siswa untuk menganalisis language feature nya, siswa saya suruh menunjukan mana yang menunjukan past tense, mana yang menunjukan specific participant seperti itu mbak.*

The writer : *semua kesulitan dalam language feature nya juga seperti itu bu?*

English teacher : *iya mbak, saya suruh analisis berulang-ulang agar siswa mampu menuliskan unsur-unsur language feature nya pada saat saya menyuruh membuat recount text.*

Based on the interview with the English teacher the writer can conclude that to solve the language feature problem the teacher ask to the students to analysis and to shows the each language feature such as specific participant, material process, sequence of time and simple past tense. The students do it repeatedly until the students understand.

**c. Giving Exercise to Solve Difficulties in Grammar and Deleting Word**

The writer : *dalam proses menulis bahasa inggris kan sering kali siswa juga mendapat kesulitan yang lainnya misalnya dalam menyusun kalimat yang benar atau*

*grammarnya, penulisan spellingnya, pemilihan vocabnya. Untuk mengatasi itu semua bagaimana bu?*

English teacher : *untuk kesulitan grammar dan penghilangan kata yang tidak perlu saya sering memberikan latihan-latihan dalam menyusun kalimat atau to arrange the jumbled sentence in good paragraph mbak. Kemudian akan saya bahas secara bersama-sama di kelas agar siswa tau letak kesalahan mereka dan pembenarannya. Siswa saya biasakan seperti itu.*

The writer : *jadi agar siswa terbiasa menyusun kalimat-kalimat rumpang ya bu?*

English teacher : *iya mbak,*

Based on interview above, to solve difficulties in grammar the teacher giving exercises. For example the teacher asks the students to arrange the jumbled sentence in good sentence. The teacher also discusses the result of student's worksheet in the class so the students know their mistakes and the good answer from the teacher.

**d. Looking Up at the Dictionary in Spelling and Vocabulary Problem.**

The writer : *kemudian untuk yang lainnya bu, spelling, penggunaan past tense dan pemilihan vocabnya?*

English teacher : *untuk penggunaan past tense saya menyuruh siswa untuk mencari kata kerja bentuk kedua dan menyuruh untuk menghafal, dan untuk spelling dan vocab saya menyuruh siswa untuk membawa kamus jika mereka mengalami kesulitan lupa atau tidak tahu mereka bisa langsung membuka kamus.*

Based on the interview with English teacher above, the writer gets the solution for the spelling and vocabulary. The teacher asks the students for looking up at the dictionary to solve difficulties in spelling and

vocabulary. If the students forget with spelling and don't know the vocabulary they can looking up dictionary directly.

**e. Memorizing Past Form of Word to Solve in Past Tense Problem**

The writer : *kemudian untuk yang lainnya bu, spelling, penggunaan past tense dan pemilihan vocabnya?*

English teacher : *untuk penggunaan past tense saya menyuruh siswa untuk mencari kata kerja bentuk lampau dan menyuruh untuk menghafal, dan untuk spelling dan vocab saya menyuruh siswa untuk membawa kamus jika mereka mengalami kesulitan lupa atau tidak tahu mereka bisa langsung membuka kamus.*

Based on the data interview above, to solve difficulties in tenses the teacher asks the students to find the past form of word and then the students should memorize it. By this way the students can increase their past form of word and can decrease their difficult in using tense.

**D. CONCLUSION**

After analyzing and describing the data, the writer draws conclusions are as follows:

1. The difficulties in writing recount text are in generic structure consists of orientation not events, and re-orientation . Then the difficulties in language features consists of specific participant, material process, sequence of time, tenses (past tense), grammatical sentence, deleting word, choosing vocabulary and spelling. In conclusion, based on the theory of recount text the writer concludes that the most difficult in writing recount text is in language features which found the most difficult in writing spelling. The students get the difficult in spelling because the students don't write spelling completely.

2. The solutions for the difficulties in writing recount text based on interview with the English teacher, the solutions are giving explanation repeatedly to solve the difficulty in generic structure involves orientation, events and re-orientation. asking the students to analyze language features to solve the difficulties in language features involves specific participant, material process, and sequence of time. Memorizing past form of word to solve the difficulties in tenses. Giving exercise to solve difficulties in grammar and deleting word. Looking up at the dictionary to solve the difficulties in spelling and vocabulary. The teacher gives same solutions in different difficulties to solve the difficulties faced by the students in writing recount text.

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